
What to do with your data?

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Two Purposes

- To help programs demonstrate evidence of use of data for program improvement for Middle States
- To approach continuous improvement in a way that is meaningful for stakeholders.

Data related to

Student learning outcomes: what students will know, be able to do when they have completed a Program.

Direct measures directly assess student work such as tests, papers, presentations, performance.

Indirect measures findings about student perceptions - such as surveys

Program outcomes: other goals for programs beyond learning outcomes such as student retention, student participation in internships, student satisfaction with services, post-graduation employment, faculty scholarship.

Assessment Cycle



The Assessment Template - Represents One Cycle

7. SLO Year Evaluated:			
8. Assessment Instruments and Methods incl. where assessment took place	9. Success Criteria	10. Summary of Findings	11. Recommended Response to Data, including date of response action, if appropriate
Measure 1			
Measure 2			
SLO			



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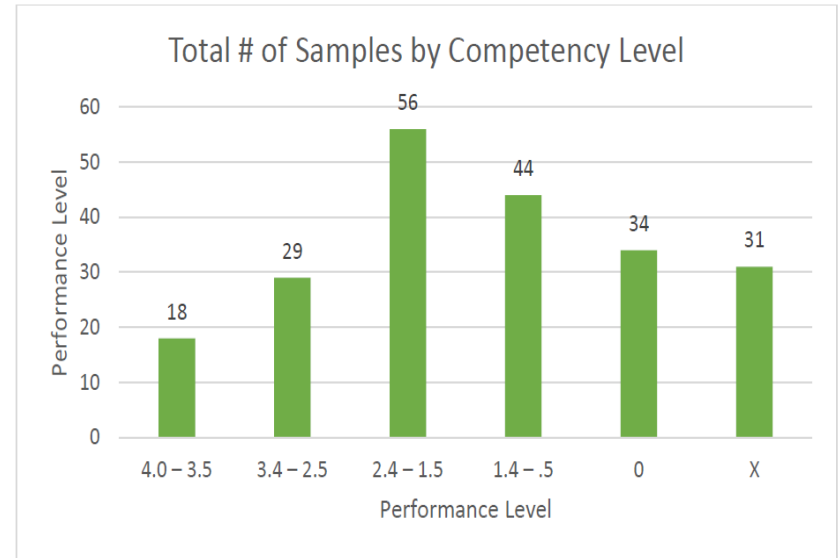
Increase 1st year retention.
Benchmark 76%

Retention & Graduation Rates

Cohort Year	1st Yr Retention	4 Yr Graduation	6 Yr Graduation
2011	71%	35%	53%
2012	73%	39%	55%
2013	73%	38%	
2014	73%	37%	
2015	73%		
2016	74%		
2017	74%		

SLO(ILO) Example

Apply skills in critical analysis and reasoning for the interpretation of data.





What is the role of success criteria? (also called targets, benchmarks)

Helps select priorities

Helps keep you honest

Not an absolute decision rule for action or inaction

Success criteria should be set so as to “pass the embarrassment test” (Linda Suskie)

Setting criteria should be an iterative process

Success Criteria- clear guidance for programs

Clear: 90% of students will achieve a 60% or higher on the test.

Not clear: Students will achieve 60% or higher on the test.

Clear: the program average for standardized test will be above the state average.

Not clear: Students will achieve the cut score on standardized exam.

Criteria help set priorities

Evaluation Item (Danielson Rubric) - Mentor		Unit			
		Spring 18 Mid	Spring 18 Fin	Fall 18 Mid	Fa
Danielson 1b. Knowledge of Students	Not Met (0)	1	1	0	
	Acceptable (1)	23	23	13	
	Proficient (2)	121	118	79	
	N	145	142	92	
	Average	1.83	1.82	1.86	
Danielson 2a. Respect and Rapport	Not Met (0)	1	0	0	
	Acceptable (1)	10	25	16	
	Proficient (2)	134	117	76	
	N	145	142	92	
	Average	1.92	1.82	1.83	
Danielson 2b. Culture for Learning	Not Met (0)	1	1	0	
	Acceptable (1)	13	29	15	
	Proficient (2)	131	112	77	
	N	145	142	92	
	Average	1.90	1.78	1.84	
Danielson 2c. Classroom Procedures	Not Met (0)	0	2	3	
	Acceptable (1)	35	39	21	
	Proficient (2)	110	101	68	
	N	145	142	92	
	Average	1.76	1.70	1.71	
	Not Met (0)	1	2	4	



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Summarizing the data - suggestions for template

Should be sufficient to convey essential information for broad range of audiences

Should be concise - Remember that your reports will be combined with reports from other programs

Most reports will include mean or some form of frequency count, n , and whether the success criterion was met

Additional detail as needed to connect to your response to data



What do you like / dislike about
data summary examples?

Pages 3-4 handout



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Retention example or your own data

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Benchmark 76%

1. How would you represent this in “Summary of Findings”?
2. Are we meeting criteria- is this an item for action?
3. What do the data tell us about response? What can be done in your program / area to help meet this goal?



Legitimate responses to data (page 5 handout)

1. Do nothing / ongoing monitor data
2. Dig deeper into data / triangulate with other data (external and internal)
3. Revise assessments
 - a. Change success criteria
 - b. Change holistic rubrics to more analytic rubrics
 - c. Change measure
4. Investigate best practices
5. Make changes
6. Analyze effect of previous changes
7. Identify changes you are already making consistent with data

All answers are good (except maybe not)

Data are not useful for blame

Don't let the perfect be the enemy of the good

If you are perfect, we don't really believe it

Discussion of a problem is a step to action, not a goal itself

Types of changes: Middle States List

- a. assisting students in improving their learning;
- b. improving pedagogy and curriculum;
- c. reviewing and revising academic programs and support services;
- d. planning, conducting, and supporting a range of professional development activities;
- e. planning and budgeting for the provision of academic programs and services;
- f. informing appropriate constituents about the institution and its programs;
- g. improving key indicators of student success, such as retention, graduation, transfer..
- h. implementing other processes designed to improve educational programs and services



Your questions, challenges,
frustrations have you
experienced in using data for
improvement?



Response to Data: Common Questions and Issues

What if data are not credible or don't provide clarity?

Build on strengths or correct problems??

Should we use to justify changes or to brainstorm needed changes?

Who to involve in different stages of the process?

Outcome data show where to improve, but not how.

We are already perfect - why improve?

Should we make decisions based on data with low n ?



Top line principle: Important to show success and ways to improve (no matter how good we are)

Demonstrate Success	Continuous Improvement
Standard V “Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study,	Standard V.3 consideration and use of assessment results for the improvement of educational effectiveness



You are tasked with writing the
report, you have your summary
of data, report is due in one
week,
what are your next steps?



Response to data should include process

Summary of Findings should be communicated with stakeholders

People who actually enact change must be part of the discussion on Response to Data

“We will discuss data at department meeting and develop an action plan by March 1st”

Should be accountability for follow-through on plans

Thank you

Low N- What is your response to data?

SLO #6: Instructional Strategies — The teacher candidate will be able to understand and use a variety of instructional strategies
Year Evaluated: 2017-2018 and annually thereafter

Assessment Instruments and Methods	Success Criteria	Summary of Findings	Response to Data
Measure 1 - Final evaluation instruments from both supervisors and mentors for the following items: <i>3b: Engaging Students</i>	75% of candidates will be rated as <i>Proficient</i> (top rating) on related items	The spring semester we had only 3 student teachers. Of the 3, 2 were rated as “Acceptable” and 1 was rated “Not Met.”	